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ABSTRACT

Addressed to vocational educators and counselors, this booklet contains four main sections. The first section includes definitions of terms in the area of sex equality in vocational education, an overview of the problems created by sex discrimination, and a discussion of the question: Where does vocational education lead? The second section describes the laws and activities that are helping to eliminate sex discrimination, including the following: Title II of the Education Amendments of 1976, Title IX of the Education Amendments of 1972, the Women's Educational Equity Act of the Education Amendments of 1974, Title IV of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Title VII of the Civil Rights Act of 1964. The third section includes information about teacher and counselor training and about curriculum materials and methods that teachers may use in vocational education programs. The fourth section contains lists of print, nonprint, and human resources that are accessible to school personnel. The lists are divided into counselor training materials and methods; curriculum guides and programs; counseling and guidance materials; agencies and organizations; and books, reports, bibliographies, and other resources. (LMS)

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WEECN
WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

SEX EQUALITY IN VOCATIONAL EDUCATION: A CHANCE FOR EDUCATORS TO EXPAND OPPORTUNITIES FOR STUDENTS

Barbara G. Schonborn and Mary L. O'Neil

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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If you would like to know more about WEECN, please write to us.

—Matilda Butler, Director

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PREFACE

This publication is addressed to school superintendents, principals, deans, and counselors, and to teachers and administrators of vocational education programs in secondary schools, community colleges, and regional occupational programs and centers.

The booklet contains definitions of terms in the area of sex equality in vocational education; an overview of the problems created by sex discrimination; a description of the laws and activities that are helping to eliminate sex discrimination; information about teacher and counselor training and about curriculum materials and methods that teachers may use in vocational education programs; and lists of print, nonprint, and human resources that are accessible to teachers and administrators.

Martha Harris, Education Program Specialist, DHEW/Bureau of Occupational and Adult Education, reviewed the section on Title II, Vocational Education, of the Education Amendments of 1972, and Helen Walsh, Equal Opportunity Specialist, Region IX Office of Civil Rights, reviewed the section on Title IX of the Education Amendments of 1972, Prohibition of Sex Discrimination. Their suggestions have been incorporated in this publication.

Permission to use the sketches that appear in this publication was granted by Mary M. Fredlund. The sketches originally appeared in Consumer Survival Kit, the Blue Collar Scholar: Vocational Schools, a publication of the Maryland Center for Public Broadcasting.

This document is a publication of the Women's Educational Equity Communications Network (WEECN). Established in 1977 under the Women's Educational Equity Act (Public Law 93-380), WEECN is sponsored by the U.S. Office of Education to promote educational equity for women.

Readers who wish to obtain further information are invited to seek it from WEECN and from the persons and projects named in this booklet.

IT'S TIME FOR CHANGE

Differences in the ways our society treats women and men are evident everywhere. They are clearly visible in the area of employment, where many occupations are pursued primarily by the members of one sex. These differences are also evident throughout the school system and particularly in vocational education programs. The effects of different treatment and opportunities can be damaging to both sexes, but especially to women.

One minimal goal of education is to develop students' interests and capabilities and to provide them with the skills for a productive life. The educational experiences of female students, however, usually limit their interests, skills, and aspirations, rather than expand their opportunities. This limiting of growth and development hurts individual girls and women, and it also reduces the benefits society as a whole would gain if women received the same educational opportunities as men and were encouraged to participate in the labor market on an equal basis with men.

Much attention has been paid to sex discrimination in education in the last several years--studies have been conducted, statistics gathered, books written, and laws passed--yet little change in educational practice has occurred. More women are working for pay, and they are working during more years of their lives than ever before. But because of their limited training and aspirations and because sex discrimination still exists, women are earning less than sixty percent of what men earn in comparable jobs, and the gap in earnings between men and women is widening. Vocational education programs, which are one important link between schools and the job market, have traditionally segregated students by sex.

The purpose of this publication is to examine the current issues affecting women and vocational education, to show the need for concern and action by vocational education teachers, school administrators, and parents, and to suggest ways that school personnel can begin to effect change in this area. The efforts of school personnel, to whom this book is especially addressed, are needed to ensure that sex equality in vocational education becomes a reality. Providing equal educational opportunities for both sexes has already been mandated by federal laws. As the laws are implemented in schools, women as well as men will become equipped with the skills, competencies, and attitudes they need to compete fairly for employment in the skilled trades and in other fields that in the past have been closed to women. This booklet contains suggestions and resources to help school personnel comply with the laws and improve the vocational education of female students.

DEFINITIONS OF TERMS

So that the authors and readers of this publication share a common understanding of the terms used throughout, several key words and concepts are defined below.

VOCATIONAL EDUCATION

The Rules and Regulations for Vocational Education that guide the implementation of Title II, Vocational Education, of the Education Amendments of 1976, define vocational instruction as "instruction which is designed upon its completion to prepare individuals for employment in a specific occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations." (Federal Register, Vol. 42, No. 191, October 3, 1977, paragraph 104.512.)

Vocational education is divided into several areas, including agricultural, business and office, distributive, health

occupations, home economics, and industrial arts.

The following definitions are taken from the Federal Register cited above, paragraph 104.73.

SEX BIAS

"...behaviors resulting from the assumption that one sex is superior to the other."

SEX STEREOTYPING

"...attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex."

SEX DISCRIMINATION

"...any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex."

The authors of this booklet define "sex equality," "school personnel," and "women" as follows.

SEX EQUALITY

Opportunity, encouragement, and support of every individual to learn and work according to his or her talents and interests regardless of her or his sex.

SCHOOL PERSONNEL

School personnel include all persons employed by a school district, especially those who interact with students on any basis.

WOMEN

In this publication the word "women" is used to include female students in secondary schools and postsecondary educational institutions. "Women" includes persons of a wide range of ages from childhood into the retirement years; persons who have attained any level of education above elementary school; rural, urban, and suburban residents; members of all races and ethnic groups, including persons whose native language is not English; persons with physical and/or mental disabilities; persons with different incomes; married and single persons; and parents and nonparents.

OVERVIEW OF THE PROBLEM

What are sex roles? They are the attitudes and behaviors one exhibits and the ways in which other people think about one and treat one, depending upon whether one is female or male. The process by which children learn sex roles and by which adults have their sex role behaviors reinforced is called sex-role socialization.

The inequities in opportunities for women and men as both students and employees in the educational system in the United States are caused in part by the sex-role socialization of the children of our society. Parents and teachers socialize children, classmates socialize each other. Television and radio programs and commercials and movies repeat similar messages about what a boy is, what a girl does, and what distinguishes men from women. The stereotypes about men's and women's talents, skills, interests, and achievements are thus perpetuated from generation to generation.

Discrimination against persons on the basis of their sex usually accompanies this sex stereotyping, and sex discrimination is most often directed against females in our society. Women who are members of racial or ethnic minority groups are subjected to even greater discrimination in education and the labor market than white women, and women with physical, mental, or emotional disabilities are also the victims of a great deal of stereotyping and discrimination. Likewise, women who are middle-aged or elderly often experience discrimination when they attempt to reenter school or obtain paid employment. Much of the discussion in this section of the booklet, most of the laws described in the second section, The Legislative Changes, and many of the suggestions for activities in the schools made in the third section, The Educational Changes, are even more important for the education and training of women who are members of minority groups and/or are are disabled than they are for women who are majority group members.

The words "male," "female," "masculine," and "feminine" still function in our society to differentiate men's and women's attitudes and behaviors--that is, their sex role identity--and a person's

sex-role identity is a basic element of one's sense of self. Teachers often greet their students, "Good morning, girls and boys." Not many people think that is an inappropriate greeting, but no one would greet a class with, "Good morning, blacks and whites and chicanos." Whenever a teacher groups students by sex, she or he is reinforcing the message that there is something significant about one's sex in the classroom and in the learning situation.

Because of the differentiations between the sexes that teachers, parents, and others make throughout the school years, children do learn to learn differently: girls read more fluently than boys do in the early years, but boys somehow catch up to them by the end of high school. For years it has been assumed that girls perform less well than boys in mathematics. Recently, Elizabeth Fennema and Julia Sherman showed that "many females have as much mathematical potential as do many males," and that it is probable that socio-cultural factors strongly influence the patterns in achievement by women and men (Sex-Related Differences in Mathematics Achievement, Spatial Visualization and Affective Factors, American Educational Research Journal, 1977, Vol. 14, No. 1, pp. 51-71). The differences between women's and men's patterns in course selection and performance in class are attributable in large part to sex-role socialization, rather than to inherent abilities and interests.

An informal survey of San Francisco Bay Area junior high and high schools found that in schools that served upper middle and middle class populations with a majority of white students, more girls enrolled in woodworking, drafting, and other nontraditional and vocational education courses than in schools serving working class or lower middle class populations with large proportions of minority group students. These statistics, while by no means conclusive, seem to indicate that the girls from the more economically advantaged families either received more peer, parental, teacher, or counselor support for enrolling in nontraditional courses, had more or better access to information on nontraditional careers, or were perhaps aware that a well rounded course load would make them better qualified applicants for college admission and for employment. Pinpointing the correct explanation would require a more precise study, but the theory that girls have already internalized certain stereotypes and limited their aspirations well before they enter junior high school has been substantiated by several researchers. In two studies of Seattle area fifth graders, Lynne Igliztin confirmed the existence of very strong sex typing in children's views of jobs and functions in the world and their own personal role in it. (A Child's-Eye View of Sex Roles. Today's Education, Journal of the National Education Association, 1972. Vol. 61, No. 9, pp. 23-25).

Early patterns of socialization and discrimination may also hamper the educational aspirations of men. Most boys learn the traditional sex-appropriate behaviors and interests, and the aggressive, competitive, breadwinning role. This socialization process, combined with discriminatory school practices, can prevent men from pursuing educational programs appropriate to their individual interests and from entering careers that may provide them with more satisfying occupational lives than they might find in jobs traditionally prescribed for men.

Sex-role socialization starts early, is pervasive, and is very effective. Jerome Kagan said that by the time children begin elementary school, they have learned most of the sex-role attitudes of their society, they have a sex-role identity, and they tend to behave in ways that are considered appropriate for their sex. (Acquisition and Significance of Sex Typing and Sex Role Identity. In M. L. Hoffman and L. W. Hoffman, Eds. Review of Child Development Research, Vol. 1.

New York: Russel Sage Foundation, 1964). Watch the parents of young children next time you see them with their children and notice what they say or demonstrate about what women and men think, feel, or say.

Patrick Lee and Nancy Gropper suggest that we consider the male and female patterns as two different cultures. (Sex-Role Culture and Educational Practice. Harvard Educational Review, 1974, Vol. 44, pp. 369-410). We propose the term "subculture," because that term allows for the fact that every human society has both male and female groups--each one is a subculture of the larger culture. Consider our sex-role socialization about clothing: women may wear pants, but men may not wear dresses. Think about the stereotypes in sports, both in playing and in watching others play--are we a bit surprised when women follow football or basketball avidly? And we have expectations about language--women don't swear, and men don't swear around women.

These examples of our expectations that women and men behave differently are illustrations of "sex stereotyping," that is, attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex, rather than on the basis of the individuals own inclinations and talents. If we expect that a person will be good at taking care of an automobile because he is male, or will be interested in sewing because she is female, then we are stereotyping the person. These stereotypes may seem harmless, but they can lead to the denying of opportunities for education, employment, productivity, income, advancement, personal satisfaction, and achievement to many people. Most of the victims of sex discrimination are women, but males also experience discrimination.

Sex stereotyping and discrimination confuse, block, and frustrate individuals from learning and doing what they could if only they weren't channeled into limited areas of education and work because of their sex. In addition, society as a whole loses the services and contributions of men and women who have talents that are undeveloped or unused. For example, in their lives as homemakers and parents, most women organize materials and events, make decisions, and supervise other people very well. Women teach most of the students in elementary and secondary schools: in 1970-71, 67 percent of the instructional staff were women. But women have not been encouraged to become administrators: in the same year only 15 percent of the principals, 15 percent of the vice-principals, and 0.6 percent of the superintendents were women. These figures come from 1972 National Education Association research data and the 1974 Digest of Educational Statistics, published by the National Center for Education Statistics, Department of Health, Education, and Welfare; they were reported by Martha Matthews and Shirley McCune in Why Title IX? (Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, no date, 8 pp.).

The tradition of male leadership in education is perpetuated from one generation to the next partly because children observe the role models in their schools. Women teach them in the early years, but if there is an important announcement to be made, or a misbehaving child to be disciplined, male principals are usually expected to do the work. In her article, "The Training Ground for Women in Administration: We Must Begin in Kindergarten," Mary Ellen Verheyden-Hilliard told how school personnel and others who influence young people can provide role models and training to both girls and boys so that more women will become successful administrators in schools and elsewhere (The Education Digest, November 1975, Vol. 41, No. 3, pp.33-35).

A consideration of family and labor force patterns in the United States illustrates the need for equal opportunities for both sexes to learn skills that will qualify them for well-paying jobs. Currently only 16 percent of families have a husband and father who is employed outside the home, a homemaking wife and mother, and one or more children. Thirty percent of American families are married couples, some with grown children, and others without children. Eighteen percent of the families include two employed parents and some children. Twenty percent of households are occupied by one single adult, and 2½ percent, by two single persons. Seven percent of the families are headed by a single parent with his or

her children. These statistics are from an article "Who Is the Real Family?" in Ms. magazine (August 1978, Vol. 7, No. 2, p. 43), quoting figures from the U.S. Statistical Abstract, 1977.

By mid-1977, 40 million women were in the labor force--about 41 percent of the country's entire labor force and 49 percent of all women 16 years of age and older. Nine out of 10 young women growing up today will be employed at some time in their lives.

Almost three-fifths (58 percent) of all women workers are married and living with their husbands; more than one-fifth (23 percent) have never been married; and nearly one-fifth (19 percent) are widowed, divorced, or separated from their husbands. Forty-four percent of all married women are in the labor force--considerably more than widows (24 percent) many of whom are elderly. But married women are less likely to be labor force participants than divorced or separated women (65 percent) or never married women (57 percent). These labor force participation rates are substantially greater than those which prevailed in 1950.

Among full-time workers employed throughout 1974, women's median earnings were less than three-fifths of those of men--$6,772 and $11,835, respectively. There are many reasons for this earnings gap. For example, men on the average have had more years of worklife experience than women. And even on full-time schedules, women work fewer overtime hours a week than men. Furthermore, the concentration of women in certain low-wage occupations and industries is a primary factor in their lower average earnings level. Nevertheless, various research studies have found that a differential between the earnings of women and men remains after adjusting for such factors as education, work experience, and occupation or industry group.

Median wage or salary incomes of year-round full-time women workers, 14 years of age and over, in selected major occupation groups in 1974 (latest data available) were as follows:

Major occupation group	Income	As percent of men's income
Professional and technical workers	$9,587	66
Nonfarm managers and administrators	9,195	59
Clerical workers	6,868	60
Sales workers	5,114	41
Operatives (incl. transport)	5,848	58
Service workers (except private household)	5,206	60

The median wage or salary income of year-round full-time women workers of minority races was $6,611 in 1974--about 94 percent of that of white women, 73 percent of that of minority men, and 54 percent of that of white men. In 1964, the median income of minority women was 69 percent of that of white women.

The information in the previous five paragraphs is from U.S. Working Women: A Databook, Bulletin 1977, Bureau of Labor Statistics, U.S. Department of Labor, and from Women Workers Today, 1976, Women's Bureau, Employment Standards Administration, U.S. Department of Labor. Both of these documents are cited in Resources for School Personnel, the final section of this booklet. Both publications contain additional data and charts that give a complete picture of the employment status of women in the mid-1970's.

The toll taken by sex discrimination is high. Most of the families living on incomes below the poverty line are headed

by women, many of whom lack marketable skills and for whom adequate, affordable child care is unavailable. In addition, most of the elderly poor in this country are women. The education of women for better paying employment is one way to begin to help alleviate this situation.

The inequities illustrated by these statistics are the result of our society's traditional assumptions that men's work is worth more than women's and that they should have more power, responsibility, and rewards. But the time has come for change. We now have federal, state, and local laws, agencies, and organizations that are channging policies and practices throughout the educational system and the labor market. The federal legislation and programs that deal with vocational education will be described in the second section, the Legislative Changes.

WHERE DOES VOCATIONAL EDUCATION LEAD?

The implementing regulation for Title II, Vocational Education, of the Education Amendments of 1976, defined vocational instruction as instruction designed to prepare individuals for employment. In PEER's (Project on Equal Education Rights) information kit, Cracking the Glass Slipper (see Resources for School Personnel) Steele and others pointed out that nearly half the women students now enrolled in vocational education are enrolled in consumer and homemaking courses that do not prepare them for employment. In addition, the courses that do train students for employment areas in which women predominate lead to only 33 different occupations, whereas the courses in which men are the more numerous students offer training for paid employment in 95 different occupations.

To be able to compete successfully in the labor market, women will have to acquire the same training in basic job skills that men gain in vocational education courses. Women need to know what skills and training will qualify them for employment in various occupations. They also need to learn how to obtain further training beyond high school or community college, as necessary. Women need confidence in their ability to learn to work successfully in one or more of the many occupations for which vocational education can train them. They need to

realize that becoming an employable adult in our society probably enhances one's self worth and is likely to be essential to one's economic survival.

The list in Figure 1 indicates some of the jobs that will be most needed in the years ahead and will be lucrative as well. The list is from the Occupational Outlook Handbook, 1977-78, published by the Bureau of Labor Statistics, U.S. Department of Labor. Descriptions of 50 such jobs are included in an article by JoAnne Alter, "The 50 Most Lucrative Jobs of Tomorrow," in Family Circle magazine, March 1978, Vol. 91, No. 4, pp. 52 ff.

We are inclined to take for granted the under-representation of women in most of the occupations listed here--and in many more--but the current pattern has not always been typical in the United States. Women have worked successfully in all of these occupations in the past,

FIGURE 1

Job Title	Average Annual Income
Air Conditioning, Heating and Refrigeration Mechanic	$11,700 - $25,085
Auto Body Repairer	$20,900
Auto Mechanic	$19,500
Business Machine Repairer	$10,700 - $20,900
Carpenter	$22,300
Dental Laboratory Technician	$15,300 - $19,200
Electrician	$15,300 - $24,500
Plumber	$25,100
Police Officer	$10,000 - $22,500
Press Operator	$19,500
Sheet-metal worker	$24,400
Tool-and-die maker	$17,800
Travel Agent	$10,000 - $21,400
Truck Driver (local)	$17,800
Welder	$11,700 - $26,800

and some women work in them today. The occupation of travel agent is the only one on this list where women predominate, but now more men are entering this field than before.

Women have always been employed in this country, but changes in the country's economic needs and in the social pressures on women have encouraged women to change the patterns of their labor market participation in their individual lifetimes and in the lifetime of the nation. We are now in another period of change, when more and more women are working for pay, and when federal, state, and local laws are being passed that direct educators and employers to reduce and eliminate sex discrimination in education and employment.

THE LEGISLATIVE CHANGES

In response to changes in the will of the electorate in the United States, federal, state, and local legislators have passed numerous laws to promote and guarantee equitable treatment in education and employment for women, members of minority groups, and persons with disabilities. In this book we are particularly concerned with the laws that require people to work at reducing and eliminating sex bias, stereotyping, and discrimination.

School personnel are required by law to develop policies and procedures to ensure equal opportunities and treatment of students and employees of both sexes. Some laws have authorized the spending of federal funds to assist school districts directly or through technical assistance provided by other agencies, in making changes in their policies, procedures, and academic and extracurricular programs. This part of the publication contains an overview of the laws that pertain to sex equity in vocational education.

TITLE II, VOCATIONAL EDUCATION, OF THE EDUCATIONAL AMENDMENTS OF 1976

The Education Amendments of 1976 (Public Law 94-482) became effective in October 1977. Title II, Vocational Education, contains substantial provisions for overcoming sex discrimination. Vetter and Peterson outlined the three areas covered by Title II in their article in the American Vocational Journal, (March 1978, Vol. 53, No. 3, pp. 24-26). These areas are:

1. requirements for the administration of state vocational education programs,
2. regulation of state use of federal funds, and
3. requirements for national vocational educational programs.

Each of these areas contains rules or programs for eliminating sex stereotyping and discrimination.

Part 104 of the regulations for Title II is entitled State Vocational Education Programs. Four of the five subparts of this section deal with programs that will help to eliminate sex discrimination. Subpart 4, Special Programs for the Disadvantaged, does not mention sex discrimination, but if it is assumed that Subpart 4 is consistent with the other four subparts, then both women and men who are academically or economically disadvantaged will be equitably served by the vocational education programs of the states.

The following sections within the four relevant subparts explicitly address issues of sex bias and discrimination.

Subpart 1 -- State Administration

- Development of Five-Year State Plan
- Full-time Personnel and Functions to Eliminate Sex Discrimination and Sex Stereotyping.

Subpart 2 -- Basic Grants

- Support Services for Women
- Day Care Services for Children of Students
- Vocational Education Programs for Displaced Homemakers and Other Special Groups

Subpart 3 -- Program Improvement and supportive services

- Vocational Guidance and Counseling
- Vocational Education Personnel Training
- Grants to Overcome Sex Bias and Sex Stereotyping

Subpart 5 -- Consumer and Homemaking Education

- Grants to States for Consumer and Homemaking Education

Readers who would like to examine the detailed provisions of the law as set forth in each of these sections of the regulations, can consult a local library or ask their Congressperson for a copy of the Federal Register, Vol. 42, No. 191, October 3, 1977, Part VI, "Vocational Education, State Programs, and Commissioner's Discretionary Programs," that contains the implementing regulations for Title II, Vocational Education, of the Education Amendments of 1976.

One provision of this law will be described here in some detail to show that the law requires the states to be concerned with the elimination of sex discrimination throughout the vocational education system. Every state receiving money for vocational education must use a minimum of $50,000 of its basic grant to pay the salary of one or more persons to serve as Sex Equity Coordinator(s) at the state level. The persons appointed as Coordinators in most states are employed in the state department of education, within the department of vocational education or community college office.

The law specifies ten functions of the Sex Equity Coordinators. These are summarized here.

1. Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State board in publicizing the public hearings on the State plan;

2. Gather, analyze, and disseminate data on the status of women and men students and employees in vocational education programs of the State,

3. Develop and support actions to correct problems brought to the attention of the Sex Equity Coordinator(s);

4. Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under the Education Amendments of 1976;

5. Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational education programs) in the State for sex bias;

6. Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

7. Assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women;

8. Make available to the State board, the State advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned about sex bias in vocational education, information developed under this section;

9. Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval; and

10. Review the self-evaluations required by Title IX, Prohibition of Sex Discrimination, of the Education Amendments of 1972.

This list of functions covers the wide range of activities conducted by state and local education agencies. The Sex Equity Coordinators potentially have great influence on the elimination of sex bias and discrimination throughout the vocational education system.

The national vocational education programs, summarized by Vetter and Peterson in their article cited above, mandate the following:

- A system for reporting information about vocational education students, including race and sex, be in operation by October 1978. All states will be responsible for submitting relevant data for this system annually.

- The National Advisory Council on Vocational Education includes in its membership minority and nonminority women and men with knowledge of women's issues and concerns.

- Of the funds appropriated for federal vocational education programs, five percent be reserved for use by the Commissioner of Education for programs of national significance, some of which may be programs to overcome sex bias in vocational education.

- A national study of sex bias in vocational education be conducted by the Commissioner of Education and submitted to Congress by October 1978.

This study, authorized by Title II, Vocational Education Equity Study, is being conducted by Laurie Harrison, Project Director, and her colleagues at the American Institutes for Research (P.O. Box 1113, Palo Alto, CA 94302). The study includes an analysis of relevant literature and legislation and the results of visits to 50 states and the District of Columbia to obtain information about current practices, policies, and attitudes in vocational education. The reports, to be published in Fall 1978, include: Interim Report, Case Study Report, Replication Handbook, and Executive Summary and Final Report.

Title II, Vocational Education, is a welcome revision of earlier vocational education laws that specified, for example strict limits on the percentages of money that could be spent on programs in home economics. According to the provisions of the new law, both women and men will be encouraged to study in many areas of vocational education formerly closed to them by law and tradition.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, PROHIBITION OF SEX DISCRIMINATION

Title IX of the Education Amendments of 1972, Prohibition of Sex Discrimination (Public Law 92-318) is a federal civil rights law prohibiting sex discrimination in education programs and activities receiving federal financial assistance. Ten thousand responses were made to the request of the Department of Health, Education, and Welfare for comment on how Title IX should be implemented. The final regulations for Title IX were published on July 21, 1975; deadlines for compliance with the law that affected physical education and athletics were extended for three years, but by now, all educational institutions and programs receiving federal money to support any of their activities directly or indirectly should have completed an institutional self-evaluation and should be in compliance.

The preamble to Title IX is simple but comprehensive:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

An excellent explication of Title IX is contained in The Title IX Primer: The Read-It-in-the-Original Guide to Title IX, a 32-page booklet that is part of the informative kit, Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools, available for $3.50 from PEER, 1029 Vermont Avenue, NW, Washington, DC 20005. PEER also distributes a 4-page Summary of the Title IX Regulation, small orders for free, 100 copies for $6.

We will summarize here several of the Title IX regulations that relate to vocational education. Some of our comments are adapted from PEER's Title IX Primer. Words in quotation marks are from the Rules and Regulations governing Title IX, published in the Federal Register, Vol. 40, No. 108, June 4, 1975, Part II, "Nondiscrimination on Basis of Sex."

1. Title IX applies to any recipient of federal money including "institution(s) of vocational education," which the regulation defines as "a school or institution (except an institution of professional or graduate or undergraduate higher education) which has as its primary purpose preparation of students to pursue a technical, skilled, or semiskilled occupation or trade, or to pursue study in a technical field, whether or not the school or institution offers certificates, diplomas, or degrees and whether or not it offers fulitime study."

2. Schools may not allow the fact that persons in the labor market discriminate against members of either sex to affect their educational programs. The regulation says, "The obligation to comply...is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for members of one sex than for members of the other sex." Counselors and vocational teachers are both included in this rule.

3. Title IX prohibits vocational education programs or schools from barring persons of either sex from admission. The regulation contains descriptions of several methods of getting around this provision that may not be used.

4. Vocational education schools and programs that engage in recruitment activities must not discriminate on the basis of sex in recruiting students. They also must not discriminate in the hiring of students or in their job placement activities on behalf of students.

5. Title IX deals extensively with the treatment of students who have already been admitted to classes or educational programs. "Occupational training" is named specifically in the regulation as one of the programs and activities in which students must be treated equitably. Again, the regulation specifies many ways in which schools might treat students differently but must not. In addition, schools may not provide "significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees."

6. Other agencies with which schools cooperate in such activities as cooperative education programs of vocational education, exploratory career education activities, programs sponsored by local or national organizations, and training programs for employees, must themselves not discriminate on the basis of sex.

7. The law lists a great variety of examples of courses and activities in which students may neither be required to participate nor be refused the opportunity to participate, and in which students may not be taught separately on the basis of sex. These include industrial, business, vocational, technical, home economics, and adult education courses. Under the law, automatic assignment to classes on the basis of sex is considered the same as requiring to participate.

8. Reinforcing elements of the regulation already mentioned here, the law specifically states that a local education agency (that is, a school board operating a school district that is a recipient of federal funds) shall not exclude on the basis of sex any persons from admission to "any institution of vocational education operated by such recipient."

9. In the area of counseling and guidance, the Title IX regulation provides that "Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors." Classes covered by this rule include vocational ones. Pamphlets, books, and visual aids on educational opportunities, careers and aspirations could be sources of sex discrimination in addition to tests and their interpretation, and advice and suggestions given by counselors, teachers, and other school staff members to students.

These nine areas where Title IX affects vocational education are representative of the provisions of Title IX for eliminating discrimination throughout the educational system in this country. In addition to these areas, Title IX prohibits discrimination in the hiring, promoting, and treating of school employees, including, of course, vocational educators. The penalties for noncompliance with Title IX may include withdrawal of federal funding from the educational program or activity or institution of a civil law suit by the US Department of Justice.

A significant provision of the Title IX regulation is that a coordinator of Title IX compliance efforts is to be appointed by every recipient of federal funds. This is the "responsible employee" whose name, office address, and telephone number must be made known to students and employees, and who is authorized to coordinate the educational agency's effort to comply with Title IX and to investigate any complaints brought by students or employees charging sex discrimination under the Title IX regulation. Title IX also provides that each recipient adopt and publish grievance procedures for students and employees.

WOMEN'S EDUCATIONAL EQUITY ACT OF THE EDUCATION AMENDMENTS OF 1974

The Women's Educational Equity Act is a part of the Education Amendments of 1974, Public Law 93-380, and became operational in fiscal year 1976. The purpose of the Women's Education Equity Act Program (WEEAP) is to enhance educational equity for women in the United States. The final regulations were published in the Federal Register, Vol. 42, No. 124, June 28, 1977, "Women's Educational Equity Act Program."

WEEAP is a program of discretionary grants concerned with the following types of activities for all educational levels, preschool through adult:

1. The development, evaluation, and dissemination of curriculum materials, text books, and other educational materials;
2. Preservice and inservice training for educational personnel, including guidance and counseling personnel;
3. Research, development, and other educational activities;
4. Guidance and counseling activities, including the development of tests which do not discriminate on the basis of sex.
5. Educational activities to increase opportunities for adult women, including continuing education activities for underemployed and unemployed women; and
6. The expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

WEEAP is directed by Joan E. Duval, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202; annual reports summarize the projects conducted by the program. The curriculum guides and other products of the grantholders will be made available at minimal cost to educators throughout the country and will be distributed by the Women's Educational Equity Act Dissemination Center, Education Development Center, 55 Chapel Street, Newton, MA 02160.

One organization supported by WEEAP is the Women's Educational Equity Communications Network (WEECN), established in October 1977, with headquarters at Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103. WEECN is:

1. An information service to collect, screen, classify, store, and provide information on projects, activities, and research related to women's educational equity;
2. A communication system to facilitate contact among persons, groups, and agencies who are working on behalf of women's educational equity; and
3. A question-answering service for individuals and groups with information needs concerning women's educational equity.

Among the activities of WEECN are the coordination of communication efforts among the Sex Equity Coordinators appointed under the authority of Title II, Vocational Education, of the Educational Amendments of 1976; and the publication of this booklet, one of a series of information analysis products. WEECN has also published a series of bibliographies, several of which are pertinent to vocational education. The titles of pertinent WEECN publications are listed in Resources for School Personnel, the final section of this publication.

TITLE IV, DESEGREGATION OF PUBLIC EDUCATION, OF THE CIVIL RIGHTS ACT OF 1964

The Civil Rights Act of 1964, Public Law 88-352, has been amended since its passage to prohibit discrimination on the basis of sex, in addition to the basis of race, national origin, and religion. Under Title IV of the Civil Rights Act, federal funds are appropriated annually to support agencies that provide assistance free of charge to public elementary and secondary schools that are in compliance with the federal laws.

Title IV contracts are awarded to the following types of agencies:

1. Desegregation Assistance Centers. In 1978-1979, there will be three types -- race, sex, and national origin (language). One Sex Desegregation Assistance Center will be located in each of the 10 federal regions to assist in planning and conducting programs in K-12 school districts for school personnel, students, parents, and community members.

2. State Education Agencies. All the states are eligible for funding to provide technical assistance in race, sex, and national origin desegregation to K-12 school districts.

3. Race and Sex Desegregation Training Institutes. Institutions of higher education are eligible for funding to provide training to public school personnel of school districts that the institutions name in their applications for funding. The Sex Desegregation Training Institutes will offer training to improve the ability of the participants to deal effectively with educational problems resulting from sex desegregation.

4. School Boards. Grants will be made to local K-12 school boards for sex, race, and national origin desegregation. School boards working on sex desegregation may use the grants to employ a specialist who advises them on educational problems incident to sex desegregation, or to provide public school personnel with inservice training in dealing with those problems, or both.

Vocational educators and administrators interested in obtaining technical assistance from agencies supported by Title IV may write to Elton Ridge, U.S. Office of Education, 400 Maryland Ave., S.W., Washington, DC 20202, for information about the agencies serving their geographic area.

THE EQUAL PAY ACT OF 1963

The Equal Pay Act of 1963 prohibits employers from paying workers of one sex less wages than workers of the other sex for doing jobs that require the same skill, effort, and level of responsibility, and are performed under similar working conditions. The law also prohibits labor organizations from causing or attempting to cause employers to violate the act. Employers may not reduce the wage of any employee in order to eliminate illegal wage differences. The Equal Pay Act is enforced by the Wage and Hour Division of the U.S. Department of Labor.

We cite the Equal Pay Act in this publication because vocational educators should be aware that a federal law was passed to eliminate sex discrimination in the labor market some years before similar laws were passed affecting the educational system. The Equal Pay Act should be seen as evidence that vocational students of both sexes can hope and expect to be treated fairly when they become employees.

The laws affecting work and education are compatible and mutually reinforcing; as indicated earlier, Title IX provides that even if sex discrimination persists in the labor market, educators may not use such discrimination as an excuse or pretext to discriminate in educational programs.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibits discrimination based on sex, as well as on race, color, religion, and national origin, in hiring and firing, paying wages, awarding fringe benefits, classifying, referring, assigning, and promoting employees; in extending or assigning use of facilities, and providing training, retraining, and apprenticeships; and in providing other terms, conditions, and privileges of employment.

The Equal Employment Opportunity Commission (EEOC), that enforces this law, has issued guidelines which bar, among other things, hiring based on stereotyped characterizations of the sexes, classifications or labeling of jobs as "men's jobs" or "women's jobs," and advertising for employees under male or female headings. Further information about Title VII and the Equal Employment Opportunity Act of 1972 may be obtained from EEOC, 2401 E Street, N.W., Washington, DC 20506, or from a state or local office of the EEOC.

THE EDUCATIONAL CHANGES

This section contains information and suggestions for counselors, vocational education administrators, and instructors to use in their work with students. The parts of the section are as follows:

- Awareness, Attitudes, and Behaviors;
- Training Education Personnel;
- Recruiting, Teaching and Supporting Students; and
- The Role of Change Agents.

The suggestions here are general ones; we urge readers to obtain and examine the materials and curriculum guides listed in the following section, Resources for School Personnel, for teaching methods and activities.

AWARENESS, ATTITUDES, AND BEHAVIOR

Because traditional sex-role socialization has been an integral part of most everyone's -- including educators' -- personal development, education, and work experience, it may be necessary to engage in some activities to produce awareness among educators of the problems created by sex stereotyping and discrimination. Occasionally a single incident will stimulate a "click" of recognition of discrimination, or an insight that things don't have to be the way they are.

Examples of incidents that promote awareness include a counselor's offering the name of a female student to an employer working in a cooperative education program, and noticing for the first time the employer's response, "We hire only boys for these positions," or a teacher's announcing that girls, but not boys, must wear hairnets in the kitchens and then noticing that some boys in class have longer hair than some girls.

A program to increase such awareness is usually effective with school personnel if it includes statistics about the labor force and women's participation in it, information about the education levels and marital and parental status of women throughout the country, use of one or more of the many films that depict stereotyping and ways to overcome it, and opportunities for discussion and reaction. Emphasis should be placed on the legal mandates to provide equal educational opportunities for both sexes, and classroom teachers should be assured that as they make changes in their teaching, they will be supported by the school board, administration, and community.

Administrators should provide leadership in informing board members and parents about the changes to be made and the reasons for the changes, and should solicit the interest and support of these persons in the effort to make the educational programs equitable. Administrators may call upon the free services of the Sex Desegregation Assistance Center in their federal region, the State Education Agency project to provide technical assistance in sex desegregation, and the Sex Desegregation Training Institute(s) in nearby institutions of higher education, all of which are funded by Title IV of the Civil Rights Act, and are described in more detail in the earlier section, The Legislative Changes.

Attitude change and changes in behavior are examples of the phenomenon, "Which came first -- the chicken or the egg?" Social policy and practice in this country are often guided by laws that prescribe certain behaviors and proscribe others; changes in people's attitudes then follow after the changes in behavior. On the other hand, if a person has experienced an overwhelming change in his or her awareness of sex discrimination, that person's attitude may change, thus leading to change in behavior, such as use of certain language.

Attitudes that might make a difference in what vocational educators teach include:

- Feelings about women working for pay.
- Opinions about women's physical health and strength.

- Concerns about working mothers or wives.
- Ideas about women's interests, talents, intelligence.
- Expectations of how adolescents will react to and treat one another in class.

Behaviors that might make a difference in what vocational education students learn include:

- Teachers deprecating women students, or praising them.
- Teachers using the generic male terms (he, his, him) in referring to students, workers, or employers, or alternating the sex of the persons to whom referred.
- Counselors leaving students enrolled in courses that are not traditional for their sex to fend for themselves, or providing discussion or support groups for such students.
- School personnel quietly offering new course opportunities without recruiting participants, or informing parents and students of the new opportunities and encouraging them to take advantage of them.

Both the necessary attitude changes and new behaviors can be learned and practiced if school personnel receive information, encouragement, support, and praise for their efforts.

TRAINING EDUCATION PERSONNEL

It is to be hoped that professors of education will soon include routinely in their sociology, psychology, and methods courses information about sex-role socialization, sex discrimination, and ways to provide equal educational opportunities for both sexes. Courses in educational administration should also include this information. In addition, education professors should encourage interested students to enroll in programs within fields that are not traditional for their sex. In 1970-71, 74 percent of the bachelor's degrees in education but only 21 percent of the doctorates in education were earned by women, and women earned only 8.5 percent of the doctorates in educational administration (Why Title IX? Martha Matthews and Shirley McCune, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C., no date, p. 4.).

The differences between the percentages of each sex who earn the first and last academic degrees might be somewhat lessened if education professors more vigorously urged women to specialize in areas such as administration, and encouraged men to work in areas such as early childhood education and reading.

The field of vocational education has been dominated by male teachers and professors except in the areas of home economics and business. Women undergraduates who are studying to become classroom teachers should be encouraged to work in other areas of vocational education, both for the satisfactions such work offers to them, and for the opportunity they would gain to become role models for their own students in secondary and postsecondary vocational programs.

Because we are in a period of zero population growth, and the school-age population continues to decline from its peak in the 1960's, it is appropriate to plan most of the training of teachers, counselors, and administrators as inservice activities during the school year or in university courses attended by school personnel. Inservice training usually includes the development of awareness of the problems and their causes, information about how to change educational practices, and demonstrations using real models or audio-visual materials.

The training module, Freedom for Individual Development: Vocational Education, requires only seven hours' total instruction, presented in units on three different days, and is intended for all teach-

ers of grades K-12, and administrators, paraprofessional support staff, counselors, social workers, and other workers in the school system. The module includes a complete script for the trainer and all materials, ready for duplication. See Resources for School Personnel for information about the availability of this training module.

Several other materials suitable for self-instruction or directed instruction of school personnel are listed in the following section. Administrators who supervise vocational education are encouraged to examine some of these materials and then use them to help their teachers identify and eliminate sex discrimination from the vocational education program.

RECRUITING, TEACHING, AND SUPPORTING STUDENTS

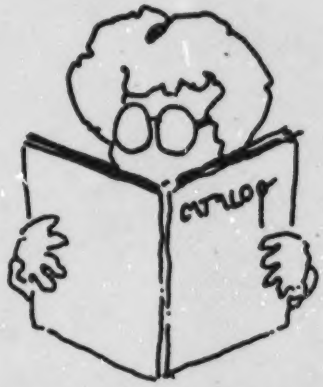
Recruiting women students for vocational courses that are nontraditional for their sex, teaching women and men students, and providing emotional support to them in unfamiliar classes should be an integrated set of activities undertaken by school personnel to serve students effectively. Teachers, counselors, and administrators have particular responsibilities for instruction, and if these individuals make an effort to inform parents about the new opportunities being offered to students, it is probable that parents and community members will assist and reinforce the efforts of the school personnel. School nurses, social workers, custodians, office personnel, paraprofessional support staff members, and others can also serve as role models and informal advisors to students, especially if they themselves are aware of the changes in educational programs and are encouraged to share information about their vocational training and work experience with students.

Below are listed specific activities that can be undertaken when (1) recruiting, (2) teaching, and (3) supporting students. The activities for these categories are not mutually exclusive; there are overlapping and supporting activities.

RECRUITING STUDENTS

Recruiting students for vocational courses and programs should be a positive, active effort by school personnel. In choosing courses, students often are guided by strong school and family traditions, by rumors about the personalities and teaching practices of teachers, and by the expectations of their peers. The following activities will help students overcome the effects of these pressures and make their choices based upon their personal interests and talents.

- COURSE DESCRIPTIONS. Title IX requires that all course descriptions and advertising for courses be free of sex-linked language. Course titles such as "Girls Woodshop," or "Bachelor Cooking" are illegal, as are indications that courses are open to one sex only or are designed for one sex. It is also illegal to enroll students preferentially by sex. As teachers and administrators write new course descriptions, they might like the challenge to make the courses sound interesting to students who would not have enrolled in such courses in the past.



- ADVERTISING COURSES. Several methods can be used to inform students and parents about opportunities to take vocational courses. Brochures and bulletins read and distributed in homeroom or other classes, and to parents either directly from the school or through organizations such as the Parent-Teacher-Student Association or booster clubs provide specific information for students and adults to consider and discuss. Assemblies, open houses, awards pro-

grams, and other meetings are excellent public relations activities, and they are vehicles for students to see the personnel, equipment, and classrooms, so that vocational education will be less mysterious to students who are not familiar with it.

- COUNSELING SESSIONS. Counselors have a clear mandate under Title IX and opportunities under Title II, Vocational Education, to obtain training and to provide leadership and guidance to students in designing their courses of study. If counselors can view their new responsibilities as an opportunity to improve the education of secondary and postsecondary students, then their own positive attitudes will be transmitted to their students. Many of the materials listed in Resources for School Personnel are useful to counselors, both to inform themselves and to use with students.

- STUDENT AND ADULT ROLE MODELS. Within every educational institution, several individuals are opinion leaders. Some are the elected leaders among the students; others are informal opinion leaders who by force of their personality and behavior influence their classmates and others. Among the employees of a school or school district, nearly everyone influences the students with whom she or he comes in contact. It is important that the influence of these individuals on the aspirations and expectations of students be recognized, and that formal and informal training and awareness activities be conducted for them to maximize their capacity to help women and men students to expand their own opportunities.

TEACHING STUDENTS

Every contact between a student and a staff member of a school is a potential teaching and learning experience. Here we will emphasize elements of the more formal teaching occasions that occur in classrooms under the direction and supervision of teachers.

- CURRICULUM MATERIALS. The curriculum guides and several of the reports and other materials listed in Resources for School Personnel contain information and activities to increase students' awareness of sex-role socialization, sex discrimination, and the antidotes to discrimination--new ways of learning, planning, and fulfilling their educational aspirations. Most of these items deal with career choice, self-concept and self-esteem, and vocational education in general. Teachers may find that the textbooks that pertain to specific courses are filled with sex stereotyping. Until publishers are persuaded to change text and illustrations to include both sexes and until schools purchase new nonsexist textbooks, teachers may use the stereotyped materials as examples to illustrate the traditions of our society while teaching students that changes are being made in the laws and educational practices.

- SUPPLEMENTARY MATERIALS. We designate a category of supplementary curriculum materials because many teachers and counselors must use such materials while they await new textbooks and formal curriculum guides. Several sets of photographs are available that show men and women in nontraditional employment and roles. Some magazine advertisements are pointedly nonsexist and make bright displays on classroom walls and counselors' bulletin boards. Many films, audio cassette tapes, slide-tape shows, simulations and games, and printed materials are available at minimal cost to supplement the main curriculum. See Resources for School Personnel for several of these items.

- TEACHING BEHAVIORS. The following are several actions that teachers can take to provoke their students into examining their own biases and assumptions, and to help students consider new options.

  a) Use the pronoun "she" when referring to auto mechanics, carpenters, and other workers who have usually been males in our society. Use the new terms listed by the U.S. Department of Labor in the directory of occupations, such as "draftsperson" and "salesperson." When using a textbook that contains only the generic male terms ("he," "him," and "his") and the pictures of males receiving training or working--with, perhaps, some female clerical workers in evidence--dis-

cuss with students the sex-role stereotypes in the book.

b) Expect the same kinds of learning behavior and same numbers of mistakes from female students as from males. Assume that the women are as serious about and interested in their future careers as the men are, and offer them career guidance and information.

c) Bring women workers to the classroom, and conduct field trips to places where women and men are doing nontraditional work. Provide opportunities for informal discussion about the challenges, problems, and rewards of their work. Open discussion of the problems and difficulities may be especially important, as students may have concerns about these. Parents may be a source of role models for these activities.

d) Discreetly poll students about the patterns of training and employment in their families. Because our society places such importance on individual job status, it is imperative that teachers handle discussions about family members carefully. Skillful teachers can help students to acknowledge that few families these days contain the entire stereotypical grouping of an employed father, a homemaking mother (who does not work outside the home), and two school-age children. Through discussion of the various lifestyles of their classmates, students may relinquish some of the myths about women's working patterns and develop for themselves a stronger desire to plan and control their own working lives.

SUPPORTING STUDENTS

Although a narrow definition of the responsibilities of teachers, counselors, and administrators would include only the teaching of content and skills to students, most teachers and parents expect that educators assume responsibility for promoting students' personal and vocational development. The latter is a great responsibility, and in attempting to fulfill it, school personnel may experience frustration, inspiration,

personal and professional satisfaction, or all of these. We offer several ways that school personnel may promote and support students, and suggest that school personnel may look to one another for mutual support as well.

- Sex roles. It may be safest to try to ignore one's own sex and the sex of one's colleagues and students in educational settings where the business of the moment is teaching and learning. Care should be taken not to conclude that a person does something because of the person's sex. Sex-role socialization will have trained most people in the next few generations to behave in predictable ways and to have predictable attitudes, but the trend now is toward liberating ourselves and others from sex stereotypes whenever possible.

- Individualized instruction and counseling. When women and men students begin to take courses that are not traditional for their sex, they will benefit from instruction and counseling--including opportunities to talk with others who are having the same new experience--

that attends to the unique or particular needs and problems that develop. Teachers and counselors should avoid singling out individual students or the group of women (or men) students for attention, either in praise or criticism, just because they are female (or male), but they will find that students respond well to praise and assistance tactfully offered by any members of the school staff.

- Physical appearance. It is wise not to comment on anyone's appearance unless one knows the person to whom one is making the comment, as a colleague, friend, or partner in a learning situation. Our society has especially over-rated the importance of women's physical appearance to the point of devaluing what women think or how well they perform a job. Classroom rules for clothing, protective garments, and general appearance should be applied evenly to both sexes and be treated matter-of-factly as a part of the learning situation.

- Humor. Sexist comments and jokes are in poor taste, like ethnic and racist jokes. Creative people find much to poke fun at and laugh about among human foibles without pointing to the sex of individuals or to sex-role behaviors or stereotypes.

THE ROLE OF CHANGE AGENTS

Much has been written about the role and function of change agents, persons working to effect changes in the attitudes and behaviors of other people and themselves. The main elements of situations where change agents can be successful in promoting social change include: identification of the current situation that requires change; identification of the events, actions, and attitudes that will help to promote change and those that will hinder change; efforts to make the change(s), using the resources available; and maintenance of the change(s) through continuing support of the people in the new situation.

As change is made in the area of sex equality, considerable mentoring and role modeling are needed, and often they can be provided by students, school personnel, and parents and community members, all of whom are seeking new rules and new ways of functioning and integrating as individuals. There is a fine line between enforcing high standards for new behavior and competent work -- both in the area of articulating the problems and solutions related to sex discrimination, and in the labor market -- and providing the newcomers to a field such as vocational education with training and support as they make efforts to participate fully.

The times are changing. Federal laws and programs are requiring that educators make changes in schools and that employers change their policies and practices. It will be relatively less painful for everyone if we make the changes voluntarily rather than under court order or the threat of withdrawal of federal funding for educational programs. The benefits of such changes will be felt by women and men alike. Women will gain social and economic independence and will assume more responsibility for their own welfare; men will be freed to develop aspects of their personalities and skills that they have been hindered from expressing; the labor market will have an additional pool of qualified people to do the work of our society; and individuals and family will be more fulfilled.

RESOURCES FOR SCHOOL PERSONNEL

Mention of organizations, agencies, projects, or materials in this publication does not imply endorsement by the Far West Laboratory for Educational Research and Development or by the United States Department of Health, Education and Welfare/Office of Education, Women's Program Staff.

The groups identified here represent some of the available resources concerned with women's educational equity. The references are for descriptive information only and do not imply recommendation. The quality of publications and services provided by the groups listed has not been evaluated.

This section contains information about more than 100 curriculum guides, sets of materials, reports, information kits, analyses of the laws, bibliographies, agencies and organizations, and other resources. Teachers, counselors, and administrators of vocational education programs and institutions who are interested in working to eliminate sex bias, stereotyping, and discrimination from their instruction are fortunate to have access to a wealth of materials and resources.

Although many of the items could be included in several of the following categories, we have listed each item only once. Readers are advised to look for materials in all the categories, which are:

- Teacher and Counselor Training Materials and Methods,
- Curriculum Guides and Programs,
- Counseling and Guidance Materials,
- Agencies and Organizations, and
- Books, Reports, Bibliographies, and Other Resources.

The authors of this booklet have examined nearly all the resources listed here and have used some of them. We urge readers to obtain and evaluate items that seem to be appropriate for their needs and to send comments about the effectiveness of the materials to the authors in care of the Women's Educational Equity Communications Network, 1855 Folsom St., San Francisco, CA 94103.

TEACHER AND COUNSELOR TRAINING MATERIALS AND METHODS

The materials listed here are recommended for use in training vocational education personnel and guidance counselors.

FREEDOM FOR INDIVIDUAL DEVELOPMENT: VOCATIONAL EDUCATION. Roberta Gassman, Fredda Merzon, assisted by Patricia Armstrong. 1977, 72 p. For more information: Contact the Wisconsin Department of Public Instruction, Madison, Wisconsin 53702. A complete inservice training program to be conducted in four units totaling 7 hours; developed with funds from the Women's Educational Equity Act Program, US Office of Education, by the Wisconsin Feminists Project Fund, Inc.

SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT. 1975. 265 p. Available from: Abt Publications, 55 Wheeler St., Cambridge, MA 02138, $15 plus shipping.

"Sex Equity: The Call to Leadership." Louise Vetter and Marla Peterson. AMERICAN VOCATIONAL JOURNAL, March 1978, p. 24-28.

HOW TO ERASE SEX DISCRIMINATION IN VOCATIONAL EDUCATION. n.d., 77 p. Available from: Women's Rights Project, American Civil Liberties Union Foundation, 22 East 40th Street, New York, NY 10016.

CRACKING THE GLASS SLIPPER: PEER'S GUIDE TO ENDING SEX BIAS IN YOUR SCHOOLS. Mary Ellen Verheyden-Hilliard. 1977, 106 p. (15 items). Available from PEER, 1029 Vermont Ave., NW, Washington, DC 20005, $3.50.

HANDBOOK FOR WORKSHOPS ON SEX EQUALITY IN EDUCATION. Mary Ellen Verheyden-

Hilliard. Available from: Women's Program Staff, US Office of Education, 400 Maryland Ave., SW, Room 2141, Washington, DC 20202. Single copies free.

HELP WANTED: SEXISM IN CAREER EDUCATION MATERIALS. Women on Words and Images, 1975, 55 p. Available from: WWI, P.O. Box 2163, Princeton, NJ 08540, $2.50.

The following three products are being published by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 Sixteenth St., NW, Washington, DC 20036. Write to the Resource Center for information about availability and cost.

ACHIEVING SEX EQUITY IN VOCATIONAL EDUCATION: A RESOURCE HANDBOOK FOR LOCAL ADMINISTRATORS. Marilyn Steele, Martha Matthews, and Shirley McCune. 100 p.

SEX EQUITY IN VOCATIONAL EDUCATION: AN INSTRUCTOR'S GUIDE. Shirley McCune, Martha Matthews, and Joyce Kaser. 76 p.

STEPS TOWARD SEX EQUITY IN VOCATIONAL EDUCATION: AN INSERVICE TRAINING DESIGN. Joyce Kaser, Martha Matthews, and Shirley McCune. 200 p.

The following three books of cartoons illustrate both traditional and new sex-role behaviors of people at home, in school, and in the labor force. With good humor they offer a serious message about sex equality. We recommend these books as supplementary curriculum materials for students.

I'M NOT FOR WOMEN'S LIB...BUT. Bulbul. 1973, 44 p. Available from: New Seed Press, P.O. Box 3016, Stanford, CA 94305.

MS.ERY. Anne Wittels, illustrated by Ivy Bottini. 1973, 62 p. Available from Wollstonecraft, 9107 Wilshire Blvd., Beverly Hills, CA 90210, $1.95.

JOANIE: CARTOONS FOR NEW CHILDREN. Garry B. Trudeau. 1974, 95 p. Available from Sheed and Ward, 475 Fifth Ave., New York, NY 10017, $2.25.

The National Alliance of Businessmen offers Career Guidance Institutes that provide opportunities for school personnel to visit representatives of business, industry, labor, and the professions. Contact a local NAB office or Ellen Boyer, Director, Career Guidance Institutes, National Alliance of Businessmen, 1730 K St., NW, Washington DC, 20006 (202) 254-7146.

CURRICULUM GUIDES AND PROGRAMS

This part contains information about curriculum materials and methods to eliminate sex discrimination in vocational education. Some materials deal with career education.

CURRICULUM GUIDE AND BIBLIOGRAPHY: REDUCING SEX-ROLE STEREOTYPING THROUGH CAREER EDUCATION. Kathy Quinn, comp. Bristol Career Education Program, Bristol, CT, n.d., 47 p. Available from: EDRS*, ED 130 058, MF $0.83; HC $2.06, plus postage.

PROVIDING LIFE/CAREER PLANNING FOR WOMEN AND GIRLS. COORDINATOR'S GUIDE. Janice M. Birk. American Institutes for Research in the Behavioral Sciences and the National Consortium on Competency-Based Staff Development, Palo Alto, CA, 1976, 14 p. Available from: EDRS, ED 140 205, MF $0.83, plus postage. HC not available from EDRS.

EXEMPLARY STRATEGIES FOR ELIMINATION OF SEX BIAS IN VOCATIONAL PROGRAMS. FINAL REPORT. Sheila M. Maher. Human Resources Management, Inc., Washington, DC, 1976, 69 p. Available from: EDRS, ED 133 523, MF $0.83; HC $3.5[illegible], plus postage.

EQUITY CAREER EDUCATION: CURRICULUM GUIDE. Maple Heights City Schools, Maple Heights, Ohio, 1976. 436 p. Available from: EDRS, ED 131 241, MF $0.83; HC $23.43, plus postage.

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*Items listed in the Educational Resources Information Center (ERIC) system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Box 190, Arlington, VA 22210.

"The Myth Of Happily Ever After." Sarah Davidson. WOMEN'S DAY, May 1974. Available from: YWCA of Los Angeles, Executive Offices, 1215 Lodi Place, Los Angeles, CA, 90038. Free reprint. Ask also about their Vocational Readiness package.

"Deciding: A New Program that Helps Students Learn How to Make Decisions." Gordon P. Miller and H.B. Gelatt. COLLEGE BOARD REVIEW, No. 82, Winter 1971-72. 16 p. Available from: Editor, College Board Review, 888 7th Avenue, New York, NY 10019, free.

HOW TO DECIDE: A GUIDE FOR WOMEN. Nelle Tumlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller. 1975, 121 p. Available from: College Board Publication Orders, Box 2815, Princeton, NJ 08540, $5.95.

TODAY'S CHANGING ROLES: AN APPROACH TO NON-SEXIST TEACHING. Educational Challenges, Inc., 1974, 108 p. Available from: Resource Center on Sex Roles in Education, 1201 Sixteenth St., NW, Washington, DC 20036, $3.00.

EXPANDING ADOLESCENT ROLE EXPECTATIONS: INFORMATION, ACTIVITIES, RESOURCES FOR VOCATIONAL EDUCATORS. Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY, 1977, 139 p. Available from: Media Services Printing, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853.

THE WHOLE PERSON BOOK: TOWARDS SELF DISCOVERY AND LIFE OPTIONS. Twila M. Christensen, Patricia Romero, and Nan Schmeling. 1977, 262 p. For more information: Contact Twila M. Christensen, Counselors Expanding Career Options Project, Nebraska Commission on The Status of Women, 301 Centennial Mall South, Lincoln, NB 68509. Developed with funds from The Women's Educational Equity Act Program, US Office of Education.

THE BLUE COLLAR SCHOLAR: VOCATIONAL SCHOOLS. Maryland Center for Public Broadcasting, Owings Mills, MD, 1978, 24 p. Available from: Vocations, Box 1978, Owings Mills, MD 21117, $1.00. Booklet correlated with television series, "Consumer Survival Kit." Study guide also available.

PROJECT HEAR (Human Education Awareness Resources). Contact: Robert B. Francis, Coordinator for Dissemination, Department of Education, 225 West State St., P.O. Box 2019, Trenton, NJ 08608, (609) 292-4469.

ATTEMPTS TO OVERCOME SEX STEREOTYPING IN VOCATIONAL EDUCATION. Morgan V. Lewis et al. 1976, 273 p. Available from: The Institute for Research on Human Resources, The Pennsylvania State University, 407 Kern Graduate Building, University Park, PA 16802, $10.00 prepaid to The Pennsylvania State University.

ELI WHITNEY VOCATIONAL HIGH SCHOOL. Contact: Nathan Mayron, Principal, 257 North 6th Street, Brooklyn, NY 11211, (212) 287-7658.

THE MASCULINE FOCUS IN HOME ECONOMICS. Judy H. Dowell, Bonnie B. Greenwood. Home Economics Association, Washington, DC, 1975, 31 p. Available from: EDRS, ED 116 002, MF $0.83; HC $2.06 plus postage.

NEW PIONEERS PROJECT TO ELIMINATE SEX BIAS IN OCCUPATIONAL EDUCATION. Contact: Amanda Smith, Division of Equal Education, State Department of Education, Raleigh, NC 27611, (919) 733-3551.

SPECIAL VOCATIONAL NEEDS OF WOMEN. Contact: Connie Beasley, Sex Equity Administrator, Illinois Office of Education, Department of Adult, Vocational & Technical Education, 100 North First Street, Springfield, IL 62777, (207) 782-4620.

THE MINORITY WOMEN EMPLOYMENT PROGRAM: A NATIONAL DEMONSTRATION PROJECT TO FACILITATE ENTRY OF MINORITY WOMEN INTO MANAGERIAL, PROFESSIONAL, AND TECHNICAL OCCUPATIONS, VOL. I AND II. Robert W. Glover, Paula S. Greenfield. The Center for the Study of Human Resources, The University of Texas at Austin, 1976, 88 p., 153 p. Available from: National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield VA, 22151. Vol.I: NTIS No. PB 264940/AS, $5.00; Vol. II: NTIS No. PB 264941/AS, $4.50.

NON-TRADITIONAL JOB OPPORTUNITIES. Contact: Fran Chaffin, Program Director, Lower Columbia College, 1600 Maple, Longview, WA 98632, (206) 577-2393.

STEPS TO OPENING THE SKILLED TRADES TO WOMEN. Women's Bureau, Department of Labor, Washington, DC, 1974, 9 p. Available from: EDRS, ED 099 546, MF $0.83; HC $1.67 plus postage.

A STUDY OF THE FACTORS INFLUENCING THE PARTICIPATION OF WOMEN IN NON-TRADITIONAL OCCUPATIONS IN POSTSECONDARY AREA VOCATIONAL TRAINING SCHOOLS, Vol.1. Roslyn D. Kate et al. RJ Associates, Inc., Arlington, VA, 1976, 189 p. Available from: EDRS, ED 132 429, MF $0.83; HC $10.03 plus postage.

WENDI (Women's Education Development Incentive). Contact: Kay Elledge, Program Director, Office of Continuing Education for Women, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922, (305) 632-1111.

WOMEN IN APPRENTICESHIP -- WHY NOT? FINAL REPORT. Patricia Mapp. Wisconsin State Department of Industry, Labor and Human Relations, 1973, 268 p. Available from: EDRS, ED 086 880, MF $0.83; HC $14.05 plus postage.

EQUAL VOCATIONAL EDUCATION. Jane Lerner, Fredell Bergstrom and Joseph E. Champagne. 1976, 96 p. Available from: Center for Human Resources, University of Houston, College of Business Administration, Cullen Blvd., Houston, TX 77004, single copies free; also available from: EDRS, ED 133 464, MF $0.83; HC $4.67 plus postage.

CHANGING LEARNING, CHANGING LIVES: A HIGH SCHOOL WOMEN'S STUDIES CURRICULUM FROM THE GROUP SCHOOL. Barbara Gates, Susan Klaw, and Adria Reich, 1977, 256 p. Available from: The Feminist Press, Box 334, Old Westbury, NY 11568, $6.00, paper.

WOMEN'S LIVES/WOMEN'S WORK. Florence Howe et al. The Feminist Press, in process. Publication date, price and ordering information available from: The Feminist Press, Box 334, Old Westbury, NY 11568.

EXPERIENCE-BASED CAREER EDUCATION. A National Institute of Education-sponsored program for career education in school and community for secondary students. Four models of EBCE are available. Write for information to: NIE, US Department of Health, Education and Welfare, Washington, DC 20208.

"Why Not a Woman?" Janice B. Sedaka. AMERICAN EDUCATION, Dec. 1975, 5 p. Description of vocational training program. For information, write to Jane Siegel, Project Director, Women in New Careers, CONSAD Research Corporation, 121 N. Highland Ave., Pittsburgh, PA 15206.

The following two products are being published by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 Sixteenth St., NW, Washington, DC 20036. Write to the Resource Center for information about availability and cost.

TRY IT, YOU'LL LIKE IT: A STUDENT'S INTRODUCTION TO SEX FAIRNESS IN VOCATIONAL EDUCATION. Martha Matthews and Shirley McCune.

WHAT'S WRONG WITH THESE PICTURES? and OUR WORLD IS CHANGING. Martha Matthews and Shirley McCune. Posters.

COUNSELING AND GUIDANCE MATERIALS

Materials and articles to assist guidance counselors in providing sex equality are included in this section.

"Counseling Black Teenage Girls." Gloria Stevenson. OCCUPATIONAL OUTLOOK QUARTERLY, Summer 1975, 12 p.

ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT. Esther E. Diamond, ed. Spring 1975, 219 p. Available from: Education and Work Group, National Institute of Education, Washington, DC 20208, single copies free.

CAREER GUIDANCE MATERIALS: IMPLICATIONS FOR WOMEN'S CAREER DEVELOPMENT. RESEARCH AND DEVELOPMENT SERIES NO. 97. Louise Vetter et al. The Center for Vocational Education, 1974, 90 p. Available from: The Center for Vocational Education,

The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, $6.00 or EDRS, ED 106 542, MF $0.83; HC $4.67 plus postage.

I CAN BE ANYTHING. CAREERS AND COLLEGES FOR YOUNG WOMEN. Joyce Slayton Mitchell. 1978, 315 p. Available from: College Board Publication Orders, Box 2815, Princeton, NJ 08540, $12.95 hardcover; $7.95 paper.

NEW CAREER OPTIONS FOR WOMEN. Helen S. Farmer and Thomas E. Backer. Human Interaction Research Institute, 1977. Three volumes, 624 total pages. Available from: Human Interaction Research Institute, Kirkeby Center, Suite 1120, 10889 Wilshire Blvd., Los Angeles CA, 90024, $25.48 for the set. This publication contains three parts: A Counselor's Sourcebook (400 p., hard, $16.95), A Women's Guide (96 p., soft, $4.95 -- bulk rate of 10 or more -- $3.95), and A Selected Annotated Bibliography (128 p., hard, $9.95).

WOMEN AT WORK: A COUNSELOR'S SOURCEBOOK. Helen Farmer and Thomas Backer. Human Interaction Research Institute, Los Angeles, CA, 1975, 377 p. Available from: EDRS, ED 127 521, MF $0.83; HC $20.75, plus postage.

SEX DISCRIMINATION IN CAREER COUNSELING AND EDUCATION. Michele Harway and Helen S. Astin. 1977, 172 p. Available from: Praeger Publishers, 383 Madison Avenue, New York, NY 10017, $16.95.

AGENCIES AND ORGANIZATIONS

This part contains names, addresses, and information about agencies and organizations working in the area of sex equality in vocational education. Included also are descriptions of the roles of the Sex Equity Coordinators and Title IX Coordinators, whose functions are mandated by federal laws.

Under the provisions of Title II, Vocational Education, of the Education Amendments of 1976, each state must appoint one or more persons to serve as Sex Equity Coordinator(s). These persons are authorized to perform ten functions, which are described in the second section of this publication, The Legislative Changes. Readers may contact their state vocational education office and/or community colleges office to find out who their Sex Equity Coordinator is.

Title IX, Prohibition of Sex Discrimination, of the Education Amendments of 1972, requires that every educational institution receiving federal money appoint a person to act as Title IX officer. These persons oversee the efforts of the institutions to comply with Title IX. Readers may consult with the Title IX officers in their school districts and in their state department of education.

The following two listings are Presidential advisory councils.

NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS
1832 M St., NW, Suite 821
Washington, DC 20036
(202) 382-3862

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
425 13th Street, NW,
Washington, DC 20004
(202) 376-8873

A regional and state system for vocational education curriculum is described below.

THE NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION facilitates sharing by state and local curriculum developers. To use the Network, work through your own State Liaison Representative (SLR), whose name may be obtained from the regional Curriculum Coordination Center established to work with you.

Northeast Network CCC, Division of Vocational Ed., 225 W. State St., Trenton, NJ 08625 (609) 292-6562
Southeast Network CCC, Mississippi State University, Drawer DX, Mississippi, MS 39762 (601) 325-2510
East Central Network CCC, Illinois Office of Ed., 100 N. First St., Springfield, IL 62777 (217) 782-0758
Midwest Network CCC, Vocational & Technical Ed., 1515 W. 6th Avenue, Stillwater, OK 74074 (405) 377-2000 ext. 261

Northwestern Network CCC, Commission for Vocational Ed., Bldg. 17, Airdustrial Park, Olympia, WA 98504 (206) 753-0879
Western CCC, University of Hawaii, 2444 Dole Street, Honolulu, HI 96822 (808) 948-7834

Following are a variety of organizations, agencies and projects that deal with sex equity and vocational education.

ERIC CLEARINGHOUSE ON CAREER EDUCATION
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. The Ohio State University, 1960 Kenny Road, Columbus, OH, 43210, (614) 486-3655. Contact: Louise Vetter, Se[illegible] Research Specialist. This center has produced the following materials relevant to the education of women:

"Planning Ahead for the World of Work," 1975, RD 46, $4.50

"Career Guidance Materials: Implications for Women's Career Development," 1974, RD 97, $6.00

"Equal Access and Opportunity in Vocational Education: An Annotated Bibliography of Articles, Reports, and Projects," 1976, BB 36, $2.80

"Resources on Eliminating Sex Role Stereotyping in Vocational Education," 1977, free.

NATIONAL CENTER FOR CAREER EDUCATION. University of Montana, P.O. Box 7815, Missoula, MT 59807, (406) 243-5262/6466.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM (WEEAP). US Office of Education, 400 Maryland Avenue, SW, Washington, DC 20202, (202) 245-2181. Contact: Joan E. Duval, Director.

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN). Far West Laboratory for Educational Research and Development. 1855 Folsom Street, San Francisco, CA 94103, (415) 565-3032/3000. Contact: Matilda Butler, Director.

WOMEN'S BUREAU. US Department of Labor, Washington, DC 20210, (202) 523-6611.

CENTER FOR WOMEN'S OPPORTUNITIES. American Association of Community and Junior Colleges, 1 DuPont Circle, NW, Suite 410, Washington, DC 20036, (202) 293-7050.

PROJECT ON EQUAL EDUCATION RIGHTS (PEER). 1029 Vermont Avenue, NW, Suite 800, Washington, DC 20005, (202) 332-7337. Contact: Robin Gordon, Information/Publications.

THE RESOURCE CENTER ON SEX ROLES IN EDUCATION. National Foundation for the Improvement of Education, 1201 Sixteenth Street, NW, Washington, DC 20036, (202) 833-5426. Contact: Shirley McCune, Director.

ELLIS ASSOCIATES. P.O. Box 466, College Park, MD 20740, (301) 864-7600. Conducts staff development activities addressing sex role stereotyping and sex bias in vocational education.

L. MIRANDA AND ASSOCIATES. 4701 Willard Avenue, Suite 102, Chevy Chase, MD 20015 (301) 656-8684. Concerned with training Hispanic women in management techniques.

NEW DIRECTIONS FOR YOUNG WOMEN. 346 South Scott St., Tucson, AZ 85701, (602) 623-3677. Contact: Carol Zimmerman, Executive Director.

Rj ASSOCIATES, INC. 1018 Wilson Blvd., Arlington, VA 22209, (703) 524-3360. Contact: Roslyn Kane, President. Conducts research in the social services field and has focused on issues of women and education.

STEIGER, FINK, KOSECOFF, INC. (SFK). 9060 Santa Monica Blvd., Sutie 108, Los Angeles, CA 90069, (213) 276-1315. Contact: JoAnn Steiger, President. Conducts staff training workshops on sex fairness in vocational education. Also conducts research.

WOMEN ON WORDS AND IMAGES. P.O. Box 2163, Princeton, NJ 08540, (609) 921-8653. Contact: Carol Jacobs.

AMERICAN VOCATIONAL ASSOCIATION, INC. 1510 H Street, NW, Washington, DC 20005, (202) 737-3722.

THE FEDERAL EDUCATION PROJECT. Lawyer's Committee for Civil Rights Under the Law, Suite 520, 733-15th Street, NW, Washington, DC 20005, (202) 628-6700. Technical assistance and information on equal oppor-

tunity in vocational education. Free monthly newsletter.

BOOKS, REPORTS, BIBLIOGRAPHIES, AND OTHER RESOURCES

This part contains information about a variety of materials of interest to vocational education personnel. The materials include books, reports, bibliographies, newsletters, and other publications that list resources for educators.

"Women Journey Into Skilled Trades." Phyllis Lehmann. WORKLIFE, August 1977, p. 27-31.

THE CALIFORNIA STUDY ON WOMEN IN NON-TRADITIONAL EMPLOYMENT. Sandra Meyers, Gus Brody, Velma Parness, and Nancy Snow Sellers. Available from: ADVOCATES FOR WOMEN, 256 Sutter Street, San Francisco, CA 94108.

SEX BIAS IN THE SCHOOLS: THE RESEARCH EVIDENCE. Janice Pottker and Andrew Fishel, eds. 1977, 571 p. Available from: Associated University Presses, P.O. Box 421, Cranbury, NJ 08512.

SEXISM AND YOUTH. Diane Gersoni-Stavn, ed. 1974, 468 p. Available from: R.R. Bowker, 1180 Avenue of the Americas, New York, NY 10026.

OCCUPATIONAL CHOICES AND TRAINING NEEDS. PROSPECTS FOR THE 1980'S. Leonard A. Lecht. 1977, 222 p. Available from: Praeger Publishers, 383 Madison Ave., New York, NY 10017. $18.95.

AN EQUAL CHANCE: A PARENT'S INTRODUCTION TO SEX FAIRNESS IN VOCATIONAL EDUCATION. Martha Matthews and Shirley McCune. 24 p. Available from: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 Sixteenth St., NW, Washington, DC 20036.

"Women in the Work Force." Sandra Stencel. EDITORIAL RESEARCH REPORTS. February 18, 1977, 20 p. Available from: Congressional Quarterly Inc., 1414 22nd Street, NW, Washington, DC 20037.

"Women Working: Toward a New Society." Alan Pifer. 1976 ANNUAL REPORT. 18 p. Available from: Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022.

VOCATIONAL PREPARATION FOR WOMEN: A CRITICAL ANALYSIS. JoAnn M. Steiger. Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois, Springfield, IL, 1974, 24 p. Available from: PEER, 1029 Vermont Ave., NW, Washington, DC 20005, free.

ON MEASURING THE VOCATIONAL INTERESTS OF WOMEN. ACT Research Report 49. Nancy S. Cole. Research and Development Division, The American College Testing Program, Iowa City, IA, March 1972, 12 p. Available from: Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, IA 52240, $1.00 prepaid.

RESOURCES IN WOMEN'S EDUCATIONAL EQUITY, VOLUME I. Women's Educational Equity Communications Network, 1977, 298 p. Available from: Superintendent of Documents, Government Printing Office, Washington, DC 20402, Stock #017-080-01820-9. $5.00 prepaid.

CURRENT PROJECTS IN VOCATIONAL EDUCATION: FY 1977: ABSTRACTS OF PROJECTS SUPPORTED IN FISCAL YEAR 1977 UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968. Lois Ann Sellers and Ruth Gordon, comps. and eds. The National Center for Research in Vocational Education, The Ohio State University, Columbus, OH, 1978, 246 p.

SEX STEREOTYPING AND OCCUPATIONAL ASPIRATION: AN ANNOTATED BIBLIOGRAPHY. Anne E. Stakelon and Joel H. Magisos, comps. The National Center for Research on Vocational Education, The Ohio State University, Columbus, OH, 1975, 43 p.

WOMEN IN NON-TRADITIONAL OCCUPATIONS: A BIBLIOGRAPHY. U.S. Department of Health, Education, and Welfare, Bureau of Occupational and Adult Education, 1976, 189 p. Available from: EDRS, ED 133 460, MF $0.83; HC $10.03, plus postage.

IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR VOCATIONAL AND TECHNICAL EDUCATION: AN ANNOTATED BIBLIOGRAPHY. Sylvia Lee et al. The National Center for Research on Vocational Education, 1967, 36 p. Available from: The National Center for

Research on Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210, $1.50.

CALIFORNIA APPRENTICESHIP INFORMATION GUIDE. Division of Apprenticeship Standards, Department of Industrial Relations, State of California, 1976. Available from: Bureau of Apprenticeship Training, 450 Golden Gate Ave., Room 1003, San Francisco, CA 94102, free.

DIRECTORY OF ORGANIZATIONS PROMOTING EQUAL EMPLOYMENT OPPORTUNITIES FOR WOMEN. Division of Apprenticeship Standards, Department of Industrial Relations, State of California, 1976, 56 p. Available from: Bureau of Apprenticeship Training, 450 Golden Gate Ave., Room 1003, San Francisco CA 94102, free.

RESOURCES ON ELIMINATING SEX-ROLE STEREOTYPING IN VOCATIONAL EDUCATION. Faith L. Justice and Wesley E. Budke. 1977, 4 p. Available from: The National Center for Research on Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, free.

WOMEN IN NONTRADITIONAL EMPLOYMENT: RESOURCE LIST. 1978, 7 p. Available from: Women's Bureau, Office of the Secretary, U.S. Department of Labor, Washington, DC 20210, free.

WOMEN AND WORK: R & D MONOGRAPH 46. Patricia Cayo Sexton. Employment and Training Administration, US Dept. of Labor, 1977, 71 p. Available from: Superintendent of Documents, US Government Printing Office, Washington, DC 20402. Stock #029-000-00285-1, $2.20.

U.S. WORKING WOMEN: A DATABOOK. US Department of Labor, Bureau of Labor Statistics, 1977, 68 p. Available from: Superintendent of Documents, US Government Printing Office, Washington, DC 20402, Stock #0-248-070/6626, $2.50.

WOMEN WORKERS TODAY, 1976, 10 p. Available from: Women's Bureau, US Department of Labor, Washington, DC 20210, free.

The three bibliographies listed below are in a series published by the Women's Educational Equity Communications Network. They are available from WEECN, 1855 Folsom St., San Francisco, CA 94103, for $2.00 each.

CONTINUING EDUCATION: REENTRY AND THE MATURE WOMAN: ANNOTATED SELECTED REFERENCES AND RESOURCES. Kathy Cirksena and Fran Hereth, comps., Rita M. Costick, ed. 1977, 20 p.

NONSEXIST CAREER COUNSELING FOR WOMEN: ANNOTATED SELECTED REFERENCES AND RESOURCES, Part I. Rita M. Costick, Fran Hereth, and Kathy Cirksena, comps. 1978, 23 p.

NONSEXIST CAREER COUNSELING FOR WOMEN: ANNOTATED SELECTED REFERENCES AND RESOURCES, PART II. Rita M. Costick, Fran Hereth, and Kathy Cirksena, comps. 1978, 33 p.

The following is a sample of nonprint materials taken from a list compiled by Blanche Sherman Hunt, Nancy Osborne, and Arlene Metha, California Coalition for Sex Equity in Education, August 1978.

JOBS IN THE CITY -- WOMEN AT WORK. 16mm, color, sound, 11 minutes. Available (for sale $175.00) from Centron Films, 1621 W. 9th Street, Box 687, Lawrence, KA 66044

JOB DISCRIMINATION: DOING SOMETHING ABOUT IT (1977). 16mm, color, sound, 59 minutes. Available (for sale $580.00, for rent $21.75) from Indiana University Audio Visual Center, Bloomington, IN 47401

OTHER WOMEN, OTHER WORK. 16mm, color, sound, 20 minutes. Available (for sale $250.00, for rent $19.00) from Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069

WOMEN IN THE WORLD OF WORK. 16mm, color, sound, 15 minutes. Available (for sale $175.00, for rent $17.50) from Vocational Films, 111 Euclid Ave., Park Ridge, IL 60068

WORKING MOTHERS (1974). 16mm, color, sound, 30 minutes. Available (for sale $350.00, for rent $30.00) from Abigail Child, 114 E. 13th Street, New York, NY 10003

NONTRADITIONAL CAREERS FOR WOMEN (1974). Two filmstrips and cassettes. Available ($50.00) from Pathescope, 71 Weyman Avenue, New Rochelle, NY 10802

SEXISM IN CAREER EDUCATION MATERIALS. Filmstrip and cassette. Available (for sale $300.00, for rent $35.00 plus $5.00 postage and handling) from Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540

WOMEN AT WORK: CHOICE AND CHALLENGE (1976). Two part filmstrip and cassette. Available ($52.50) from Guidance Associates, 757 Third Avenue, New York, NY 10017

PROJECT WOMEN IN A MAN'S WORLD OF WORK. Audio cassette, 90 minutes, Order #72904. Available ($8.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009

SEXUAL BIAS IN TESTING AND JOB PLACEMENT. Audio cassette, 90 minutes, Order #72933. Available ($8.00) from American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009

WOMEN IN THE ECONOMY (1974). Audio cassette, 30 minutes. Available ($11.00) from Pacifica Tape Library, Department W 3761, 5316 Venice Blvd., Los Angeles, CA 90019

THE WORK OF THE WOMAN. Record, 33-1/3 rpm. Available ($6.95) from Educational Activities, Freeport, NY 11520

HISTORY OF WORKING WOMEN. 125 slides, script, 45 minutes. Available (for sale $60.00, for rent $15.00) from United Front Press, Box 40099, San Francisco, CA 94140

INCREASING JOB OPTIONS FOR WOMEN. Slides, script, tape. Available ($13.50) from NAC, General Services Administration, Washington, DC 20409

INCREASING JOB OPTIONS FOR WOMEN (1976). Slides, cassette, color, 10 minutes. Available from the US Department of Labor, Women's Bureau, 200 Constitutional Avenue, NW, Washington, DC 20210.

Two bibliographies of nonprint materials are listed below.

POSITIVE IMAGES: NON-SEXIST FILMS FOR YOUNG PEOPLE. Susan Wengraf and Linda Artel. 168 p. Available from: Booklegger Press, 555 29th Street, San Francisco, CA 94131, $5.50.

NON-PRINT RESOURCES IN WOMEN'S EDUCATIONAL EQUITY. Women's Educational Equity Communications Network, 1978, 243 p. Available from: Superintendent of Documents, Government Printing Office, Washington, DC 20402. Stock #017-080-01836-6, $4.25 prepaid.

Barbara G. Schonborn has been a classroom teacher, researcher, and teacher trainer in California, Pennsylvania, and Illinois. She has a bachelor's from Pomona College, California, a master's from Stanford University, and a doctorate from the University of Illinois. Currently she is a project director at Far West Laboratory for Educational Research and Development, San Francisco.

Mary O'Neil has worked with a wide range of teachers, administrators, and counselors to expand the educational and career opportunities for women of all ages. She holds a master's and a doctorate from the University of Massachusetts, Amherst. Currently she is working at the Center for Continuing Education for Women at the University of California at Berkeley and also consulting on affirmative action.